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ABSTRACT

This updated search reviews 70 document abstracts retrieved from the ERIC collection, "Dissertation Abstracts," and the journal literature, and covers techniques and school programs for education and prevention of drug abuse. (SD)

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ED 082107

searchlight

Relevant Resources in High Interest Areas

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4U UPDATE SEARCH

Compiled by Ronald R. Kopita

September 1973

This search reviews techniques and school programs for education and prevention of drug abuse.
(70 document abstracts retrieved)

$1.00

CG 400 086

Counseling for Drug Abuse

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

ERIC Documents

References in this search for which an ED (ERIC Document) number is given may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, please refer to the ERIC Reports Order Blank at the back of this packet.

Doctoral Dissertations

All dissertations listed in this search have been drawn from Dissertation Abstracts International, a publication of University Microfilms. They are available on microfilm (MF) at $4.00 per dissertation, or in bound photo COPY (X) at $10.00 per dissertation from University Microfilms.

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 054 127 SP 007 325
Anastas, Robert, Comp. And Others.
Drugs and Drug Abuse.
Framingham Public Schools, Mass.
Pub Date 70
Note—45p.; Revised 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Drug Abuse, *Secondary Grades
GRADES OR AGES: Secondary grades. SUBJECT MATTER: Drugs and drug abuse. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several sections, each of which is in outline or list form. It is xeroxed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: No objectives are mentioned. The major portion of the guide contains a detailed content outline for a course on drugs. It is divided into five units according to the type of drug--stimulant, depressant, hallucinogen, narcotic, or malatile. The guide also contains a very brief outline and schedule for a 10-day seminar on drugs. INSTRUCTIONAL MATERIALS: The guide contains a glossary of slang drug terms and extensive lists of books, journal articles, filmstrips, videotapes, and other sources of information. STUDENT ASSESSMENT: No mention. (RT)

ED 050 708 JC 710 143
Bailey, Gerald Douglass
Perceptions and Attitudes of Administrative and Counseling Staffs Toward Drug Use and Abuse in Nebraska Junior Colleges.
Pub Date Feb 71
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Attitudes, *Counselor Attitudes, *Drug Abuse, Drug Legislation, *Junior Colleges, Lysergic Acid Diethylamide, Marihuana, *Narcotics
Identifiers—*Nebraska
Administrators and counselors at one private and six public junior colleges in Nebraska answered questions and offered their opinions on and knowledge of drug use and abuse in their colleges. Topics covered by this study include: kinds of student involved; extent of the problem on Nebraska junior college campuses; factors that influence students to engage in drug use; personal opinions about the effects of drugs; and suggestions for solving the problem. (CA)

ED 049 476 CG 006 280
Drug Dependence and Abuse: A Selected Bibliography.
National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.
Pub Date Mar 71
Note—57p.
Available from—Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402 ($0.60 per copy)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Drug Abuse, *Drug Addiction, *Drug Legislation, Laws, Lysergic Acid Diethylamide, Marihuana, *Narcotics
This selected list of references is designed to provide an introduction to both scientific and popular drug abuse literature. Criteria for selection are presented and include: (1) 1969 or 1970 books by recognized and authoritative writers, (2) current and responsible research, (3) classic books, articles and studies, and (4) factual popular literature. The bibliography specifies 21 major subject areas developed through working with the literature and consulting experts. Some of the areas covered are: (1) socio-cultural aspects, (2) law and public policy, (3) etiology, (4) treatment and rehabilitation, (5) prevention, (6) pharmacology, chemistry and toxicology, and (7) behavioral, physiological and psychological effects. (TL)

ED 054 111 SP 007 294
Drug Education Curriculum Guide, Grades 4-12.
Fairfax County Schools, Va.
Pub Date Sep 70
Note—160p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Drug Abuse, *Elementary Grades, Grade 4, Grade 5, Grade 6, Grade 8, Grade 9, Grade 10, *Secondary Grades
GRADES OR AGES: Grades 4-12. SUBJECT MATTER: Drug education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide consists of a series of color-coded units, one for each grade, followed by several appendixes. Units are either in column or list form. The guide is xeroxed and looseleaf-bound with a soft cover. OBJECTIVES AND ACTIVITIES: The curriculum outline in the guide is intended to be incorporated into courses such as health education, science, home economics, social studies, English, and driver education. The units for grades 4, 5, 6, 8, 9, and 10 contain a list of "fundamental learnings." Coordinated with this list is another list of "suggested activities, questions, and references." Activities in the lower grades emphasize role playing and student projects, while the upper grades emphasize reading and discussion. Units for grades 7, 11, and 12 contain only brief, general guidelines for incorporating drug education into the regular curriculum. INSTRUCTIONAL MATERIALS: The appendixes contain curriculum materials, a bibliography, a directory of resources and materials, and a suggested minimum list of school reference material. In addition, some units correlate specific materials with activities or concepts. STUDENT ASSESSMENT: No mention. (RT)

ED 049 423 AC 010 177
Drug Education for Adults; A Guide for Directors of Continuing Education.
New York State Education Dept., Albany. Bureau of Special Continuing Education.
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, Community Leaders, *Drug Abuse, Drug Addiction, Drug Therapy, Field Trips, Lysergic Acid Diethylamide, Marihuana, *Narcotics, *Program Content, *Program Development, *Public School Adult Education, Sedatives
The materials contained in this guide are intended to indicate possibilities, to identify minimum criteria, and to encourage public school involvement in drug education for adults. Part I of the guide discusses essential concepts; leadership elements; program content; and ways of gaining valid insights into the culture of youth, especially as it relates to drugs. Part II is a basic outline summarizing the characteristics of the principal drugs; and a guide for discussion and for further reading. Part III, an annotated bibliography, represents a cross section of some of the important literature current in the field of drugs and narcotics. (PT)

ED 054 120 SP 007 318
A Drug Education Program.
Chapel Hill City Schools, N.C.
Pub Date Mar 70
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Drug Abuse, *Elementary School Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, *Health Education, Kindergarten, *Secondary Education
GRADES OR AGES: K-12. SUBJECT MATTER: Drug education. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes objectives, a discussion of drugs as a community problem, suggestions for teaching about drugs, and the teaching of values. The program content is divided into primary grades, grade four, grade five, grade six, the middle grades, and senior high. Additional material includes teaching resources, bibliography, glossary (classification of drugs, drug slang, and technical terms), and current laws relating to the control of drugs. The guide is mimeographed and staple-bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are listed in the introductory material. Typical activities are suggested for the various grades. INSTRUCTIONAL MATERIALS: Resource materials listed include people and organizations, books and pamphlets, and films. STUDENT ASSESSMENT: No provision is made for student evaluation. (Related document is SP 007 319) (MBM)

ED 050 522 EC 032 361
Drug Therapy: Exceptional Child Bibliography Series.
Council fo. Exceptional Children, Arlington, Va. Information Center on Exceptional Children
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Behavior Change, *Bibliographies, *Drug Therapy, *Exceptional Child Education, Medical Treatment, Psychotherapy
The bibliography lists 31 items relating to drug therapy selected from "Exceptional Child Education Abstracts." One in a series of over 50 similar selected listings, the bibliography cites research reports, conference papers, journal articles, texts, and program guides. Each entry contains bibliographical data, availability information, indexing and retrieval descriptors, and abstracts of the documents. (RD)

ED 052 943 SE 011 061
Eleven Lessons in Drug Abuse Education for Use in Junior High School Science.
Dade County Public Schools, Miami, Fla.
Pub Date 70
Note—102p.; Instructional Publication 4-8A
Available from—Dade County School Board, Textbook Services, 2210 S.W. Third Street, Miami, Florida 33135 ($1.25)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Alcohol Education, *Alcoholism, *Drug Abuse, *Health Education, Instructional Materials, *Narcotics, Textbooks
Eleven lessons for use in junior high school science present two major themes: (1) the use of tobacco, alcohol, and narcotics represents a serious danger to the health of individuals and to national welfare in general; and (2) the best way to combat dangers involved in the use of tobacco, alcohol, and narcotics is through an educated

public. Each lesson is accompanied by references to texts and visual aids, learning activities, teacher information, and assessment items. The eleven lessons are: "Stimulants and narcotics are habit-forming drugs; The use and abuse of drugs has brought about the need for legal controls; Nicotine contains many harmful chemicals; Smoking irritates the eyes, reduces appetite, affects digestion, causes shortness of breath, and lowers endurance; Many studies exist which indicate that smoking may encourage the development of cancer in the lungs and other respiratory difficulties; Alcohol, acting as a depressant, affects the nervous system, slows down reaction time, and causes loss of coordination; Regular and excessive drinking of alcohol may result in a disease called alcoholism; Narcotics should be used only as prescribed by a physician; Victims of a drug habit become physically and mentally ill; The use of drugs is one of the most difficult habit to break; and A concerned person takes care of his body at all times." (JG)

ED 049 497 CG 006 308

Glaser, Daniel O'Leary, Vincent

The Control and Treatment of Narcotics Use. Parole Decision Making.

National Parole Institutes; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 68

Note—43p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.20 per copy)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Behavior Change, Drug Abuse, *Drug Addiction, *Drug Legislation, *Drug Therapy, Group Counseling, Individual Differences, Medical Treatment, *Narcotics, Physiology

After a brief discussion of the physiological effects of drugs on the human body, seven distinctive features of drug usage in the United States since the start of World War II are noted, and initiation into drug usage is described. The notion of a distinct personality type of addicts is not favored since terms used to characterize the type are not precise, but rather a matter of degree. A review of legislation on the handling of narcotics is given, and several explanations are given for the difficulty in suppressing narcotics traffic. Finally, the controversy over whether drug usage should be considered purely an illness, strictly a crime, or a combination of both is discussed. The methods most widely employed, usually in combination, to combat narcotics use are described. These include: (1) imprisonment; (2) hospitalization, with medical and psychological services, (3) institutional group counseling; (4) community surveillance and testing, (5) casework programs in the community, and (6) mutual aid organizations of ex-addicts. (TA)

ED 053 359 AC 010 530

A Guide to Drug Abuse Education and Information Materials.

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information

Report No—PHS-2155

Pub Date Mar 71

Note—22p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.20)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Drug Abuse, Information Dissemination, *Instructional Films, *Instructional Materials, Mental Health, *Publications, Resource Guides, *School Community Programs

Drug-abuse-prevention materials developed by and available from the National Institute of Mental Health, National Clearinghouse for Drug Abuse Information are described in this guide. The materials are television and radio spots, print ads, posters, a federal source book, flyers, special audience publications, information for the professional, help for teachers, films for schools and adult groups, a play, a game simulation, and a multimedia package. Answers to public inquiries are accomplished by the clearinghouse through publications distribution, information storage and retrieval, and referral to appropriate agencies. A loan request form and an order form are provided. (DB)

ED 050 590 EM 008 950

Guide to Films (16mm) About the Use of Dangerous Drugs, Narcotics, Alcohol and Tobacco.

Pub Date 71

Note—61p.

Available from—Serina Press, 70 Kennedy Street, Alexandria, Virginia 22305 ($2.95)

Document Not Available from EDRS.

Descriptors—*Alcohol Education, Alcoholism, Drug Abuse, Drug Addiction, *Films, *Filmstrips, Health, Health Education, Instructional Films, Marihuana, *Narcotics, *Smoking, Stimulants, Tobacco

About 230 films and 60 filmstrips dealing with drugs, narcotics, alcohol, and tobacco are synopsized. Approximately half the listings deal with alcohol, a quarter concern tobacco, and the rest deal with drugs. For each item, the length, year of release, and source where the film of filmstrip may be obtained is listed. The distributors identified in the source list must be consulted on the terms of availability (rental, sale, or free loan) and prices which apply to each film. (JK)

ED 050 386 CG 006 390

Guidelines for School Programs in the Prevention of Drug Abuse.

New York State Education Dept., Albany.

Pub Date 70

Note—18p.

Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224 (Microfiche copies at no cost to educators)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Drug Abuse, High School Students, *Preventive Medicine, Program Development, School Community Cooperation, *School Community Programs, *School Health Services, Social Problems, *Student Problems, Student Rehabilitation, Student School Relationship

This publication is intended as an initial effort by the New York state education department to provide pragmatic and realistic suggestions for the development by schools of successful drug abuse prevention programs. The information provided covers: (1) the nature of the problem; (2) present school district policies and procedures; (3) program development, centering on helping students develop their own solutions through school and community facilities; (4) health education, which focuses on continuing programs of physical, mental and pharmacological health; (5) legal considerations such as inspection of lockers, search of person, and confidentiality when dealing with suspected student abusers; (6) recommended references, which includes a brief abstract; and (7) an appendix on emergency medical procedures. Recognized as vitally important to a successful program is student participation, student leadership, parental involvement, and total school-community cooperation. In complement, schools need to be continuously aware of the interrelationship of drug abuse with other social problems such as student alienation, depersonalization, and the feeling of helplessness derived from a perceived inability by students to affect the course of events around them. (Author/TA)

ED 051 521 CG 006 453

Guidelines on School Centered Problems Related to Drug Use and Abuse.

Minnesota State Dept. of Education, St. Paul. Div. of Instruction.

Pub Date 71

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Counseling Services, *Drug Abuse, *Drug Legislation, *Helping Relationship, Inservice Programs, School Policy, *Student Problems, *Student School Relationship

Identifiers—Minnesota

This pamphlet is intended to inform educators and provide guidelines for dealing with drug use and abuse in schools. Problems related to and arising from our living in a drug-taking society are discussed and clarified. Other sections are concerned with: (1) the rationale; (2) recommended procedures for school-centered drug problems; (3) a legal appendix, which provides information on student rights, federal drug laws and Minnesota drug laws; ahd (4) an appendix on symptoms and identification of potential drug users. Also included is a list of members of the Minnesota Ad Hoc Committee on school-centered problems related to drug use and abuse. Advice is given for adults who must deal with drug-connected youth and the procedures to follow in specific situations are outlined carefully. (TA)

ED 050 946 SE 010 971

Handbook for the Prevention and Control of Drug Problems.

Parsippany - Troy Hills Board of Education, Parsippany, N.J.

Pub Date 70

Note—151p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Curriculum, *Drug Abuse, Educational Programs, Elementary Grades, *Health Education, Instruction, Secondary Grades, *Teaching Guides, *Unit Plan

Guidelines for teachers relative to drug abuse are developed in this handbook offering special steps necessary in attempting to prevent and/or guide students with a drug problem. Stress is placed on helping each student individually understand the forces affecting him, and in helping him form the necessary positive attitudes to cope with each individual cause which may lead him to such behavior. Factors considered are: the drug used, effect of drugs, frequency of use, amount of drugs used, age of initial drug use, length of time used, manner of drug taking, initiator of drug addiction, source of the drug, source of support for drug use, drug orientation of the drug user, visibility of the drug user, and source of classification. To present accurate, objective information to all pupils, subject matter for each grade level, K-12, is listed regarding drugs and drug use, points to consider and content material for that concept, learning activities to understand the concept and content information, and resources-activities and audio visual materials-to supplement the learning. The appendix contains general information about drugs and drug use, sources for obtaining information, and a bibliography of books, films, and pamphlets. (BL)

ED 051 515 CG 006 446

Jackson, Donald F.

Drug Abuse: How Can Boards Deal With It?

Community Organization for Drug Abuse Control, Phoenix, Ariz.; National School Boards Association, Evanston, Ill.

Pub Date Apr 71

Note—12p.; Paper presented at the National School Boards Association Convention in Philadelphia, Pennsylvania, April 5-6, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Board of Education Role, Counseling Effectiveness, *Counselor Role, *Drug Abuse, Educational Programs, Health Education, Marihuana, *School Community Cooperation, School Responsibility, School Role, *Student Needs, Student Problems

The author examines how school boards too often view the drug problem, its prevention and

the educating and helping of users. Current biases and prejudices concerning drugs and users are viewed as obstacles to solutions. The most commonly used educational and preventive measures are critically evaluated. Attitude change is considered a more important goal than mere factual presentations. The counselor's role vis-a-vis school drug users is examined. The school board's attitude is seen as crucial in determining whether schools will help or not. Several new approaches are recommended: (1) growing community involvement in helping schools educate against drug use; (2) the viewing of the problem as a holistic one; and (3) the approbation of school boards as a stimulus to teacher and administrator involvement. (TL)

ED 049 487 CG 006 296

Milam, Evelyn

The "SAD" (Sex, Alcohol, Drugs) Scene - A Vehicle for Positive Counseling.

Pub Date [71]

Note—4p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Alcoholism, *Counseling, Counselors, *Drug Abuse, Interpersonal Competence, Interpersonal Relationship, Needs, *Sexuality, *Youth, Youth Problems

This paper attempts to demonstrate that the natural process of need orientation stifles the positive communication between client and counselor. Both young people and adults have the need to sharpen their perspectives, to be more perceptive, to be more aware of self and others, and to communicate ideas and feelings more effectively. There is a difference, however, in the level of achievement which tends to fulfill the two groups and communication between adults and youth about these basic needs tends to break down. Young people's desire to improve their interaction with peers and adults often leads them to experiment with sex, alcohol, and drugs (SAD). For many adults and counselors reality about the SAD scene is a personal threat and they tend to impose their values upon young people without listening or trying to understand. Counselor training must be changed or expanded in an effort to help counselors and young people communicate more effectively on these tension producing subjects and to accept each other as worthwhile individuals. (RSM)

ED 049 067 SE 011 062

Lessons in Drug Abuse Education for Independent Study, Student Edition.

Dade County Public Schools, Miami, Fla.

Report No—Instruct-Pub-4D-SU-1S

Pub Date Dec 70

Note—85p.

Available from—Textbook Services Dade County School Board, 2210 S. W. Third St., Miami, Fla. 33135 ($1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Cognitive Measurement, *Curriculum Guides, *Drug Abuse, Health Education, *Independent Study, *Instructional Materials, Lesson Plans, Secondary Grades, Student Projects

This booklet brings the student some knowledge of drugs and how they are used and abused by people. Fourteen lessons for independent study are presented. Each lesson starts with a pretest for self-assessment purposes. If the score on the pretest indicates the student would benefit from further study on the particular lesson, general subject matter pages are provided and recommended for reading. Following this is the major concept of the lesson, behavioral objectives, questions or statements to be written out, and a self-assessment quiz. Eight optional activities follow the final lesson including a crossword puzzle and work puzzles of various kinds. The appendix contains a posttest for elementary and junior high school students and answer keys to learning activities and self-assessment quizzes and the additional word activities. (BL)

ED 049 068 SE 011 063

Lessons in Drug Abuse Education for Independent Study, Teacher Edition.

Dade County Public Schools, Miami, Fla.

Report No—Instruct-Pub-4D-SU-1T

Pub Date Dec 70

Note—91p.

Available from—Textbook Services, Dade County School Board, 2210 S.W. Third St., Miami, Fla. 33135 ($1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Cognitive Measurement, *Curriculum Guides, *Drug Abuse, Health Education, *Instructional Materials, *Lesson Plans, Secondary Grades, Teaching Guides

This publication develops the six basic concepts in the Dade County Teacher Guide, "Drug Abuse Education." Fourteen lessons for independent study are presented with several lessons for each concept. The lessons are useful for students in the intermediate grades and upward, depending on specific needs and abilities. Each lesson starts with a pretest for self-assessment purposes. If the score on the pretest indicates the pupil needs further study on the particular lesson, general subject matter pages are provided and recommended for reading. Following this is the major concept of the lesson, behavioral objectives, questions and statements to be written, and a self-assessment quiz. Eight optional activities follow the final lesson including a crossword puzzle and work puzzles of various kinds. The appendix contains a posttest for elementary and junior high school students and answer keys to all questions in the booklet -- lesson pretests, learning activity and self-assessment quizzes, the additional word activities, and the posttest. (BL)

ED 051 524 CG 006 456

Narcotic Drug Control in New York State.

New York State Legislature, Albany.

Pub Date 7 Apr 71

Note—144p.

Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224. (Microfiche available at no cost to educators)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Cost Effectiveness, Drug Abuse, *Drug Addiction, *Drug Legislation, Health Education, *Narcotics, Program Costs, Program Descriptions, *Program Effectiveness, *Program Evaluation, Program Improvement

This report concentrates on the analysis and evaluation of programs utilized by New York State's Narcotics Addiction Control Commission (NACC) and concerned with control of narcotic drugs and with those individuals who abuse them. The three key premises, basic to the narcotic drug control programs approved by the state legislature, are: (1) there exists an effective criminal justice system to insure either compulsory commitment to NACC for treatment or the imposition of legal penalties as a sufficient deterrent to the sale or use of narcotics; (2) there are demonstrated, reasonably effective treatment procedures for narcotic addiction; and (3) there exists a tested, satisfactory curriculum plan upon which to base preventive education. This audit, which examines current efforts in these three areas, shows that none has yet been accomplished. It is concluded, however, that the New York State Program is worthy of continuance, that more time is needed to indicate what performance standards might be achievable, and that more funds are needed. (TL)

ED 049 479 CG 006 283

Ride a White Horse. A Filmstrip Manual for Drug Education.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 71

Note—24p.

Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224 (Microfiche at no cost to educators)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Development, Adult Education, *Adult Students, Audiovisual Aids, *Audiovisual Instruction, *Drug Abuse, *Filmstrips, *Health Education, *Teaching Techniques

This manual is designed to assist teachers in their discussions with adult students regarding society's current crisis in the area of drug abuse. It specifically delineates approaches, questions and techniques suggested for use with the filmstrip on drug abuse, "Ride a White Horse". The complete script and a description of the action of the filmstrip is incorporated into the manual. The filmstrip however is not included. (TL/Author)

ED 053 435 24 CG 006 600

Swisher, John D. *Warner, Richard W.*

A Study of Four Approaches to Drug Abuse Prevention. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-B-083

Pub Date 31 Jul 71

Grant—OEG-2-700035(509)

Note—46p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Changing Attitudes, *Counseling Effectiveness, *Drug Abuse, *Group Counseling, Health Education, Models, *Prevention, Secondary School Students, Student Attitudes

The purpose of this study was to compare the relative effectiveness of 4 approaches to drug abuse prevention among secondary school youth. The 4 approaches employed were: (1) a standard unit in health classes dealing with drug abuse; (2) group counseling using relationship techniques in addition to the health unit; (3) group counseling using model reinforcement techniques and a role model who has not abused drugs in addition to the health unit; and (4) group counseling using model reinforcement techniques and a role model who is a reformed drug abuser in addition to the health unit. Criteria for evaluative purposes included gain in knowledge, changes in attitudes, and reduction in drug abuse rates following the study. This study failed to identify any one approach as being more successful than any other approach with regard to knowledge gained, attitudes changed or the use of drugs. None of the approaches had any impact on the attitudes of the students toward drugs, nor were any of the approaches effective in reducing amount of drug use. Of the counselors, those who did function as reinforcement counselors moved their groups toward healthier attitudes and reduced use of drugs; but these results did not lend themselves to adequate statistical analysis. It is important to note that the involvement of drug experienced models did not show any particular effects. (Author/TA)

ED 053 413 CG 006 560

Washington, D.C. Drug Seminar for School Personnel and Students; August 31 - September 4, 1970. Evaluation Report.

Pub Date Oct 70

Note—75p.; Prepared by the Department of Research and Evaluation

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Drug Abuse, Educational Experience, Educational Methods, Evaluation, Evaluation Methods, Evaluation Techniques, Health, *Health Education, *Seminars, *Student Personnel Workers, Student Seminars, *Teachers, Teacher Seminars

The seminar evaluated in this report focused on staff development and had as its objectives: (1) the provision of information regarding the social, medical, moral and legal implications of drug use; (2) the development of skills and techniques for use by school personnel and students in implementing a drug education program; (3) to bring about attitudinal changes between youth and adults; (4) to maintain continual evaluation through feedback; and (5) to offer continual support to individual schools

Procedures for attaining these objectives are described and include lectures, visits to drug treatment centers, discussions, and interaction groups. The impact of the 5 day workshop was assessed utilizing 5 data collection instruments. Results point up that (1) participants increased their drug knowledge; (2) they increased the number and strength of their drug-relevant opinions; (3) the techniques made a deep impression on participants; and (4) the participants generally rated the seminar "excellent." It is concluded that the seminar did achieve its goals. (TL)

ED 048 738 EM 008 779

Weber, David O., Ed.

99 Films on Drugs.

California Univ., Berkeley. Media Extension Center.; Educational Film Library Association, Inc., New York, N.Y.

Spons Agency—Maurice Falk Medical Fund, Pittsburgh, Pa.

Pub Date 70

Note—72p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Drug Abuse, Drug Addiction, Films, Health Education, Law Enforcement, *Narcotics, Stimulants, Youth Problems

This catalog describes and evaluates 16-millimeter films about various aspects of drug use. Among the subjects covered by the 99 films are the composition and effects of different drugs, reasons why people use drugs, life in the drug culture, the problem of law enforcement, and various means of dealing with drug users. Each film is synopsized. Two panels, one of adult experts (including educators, physicians, media specialists, and law enforcement officers) and one of teenagers (the most frequent target audience of drug education), evaluated the films, and their frank conclusions accompany each description. Each film is rated on a six-point scale from poor to excellent, and the recommended viewing audience, from the primary to professional level, is indicated. The films are indexed by topic and rating. A list of additional unreviewed films and a directory of distributors are also included. (JY)

ED 049 982 SO 001 109

Wolk, Donald J., Ed.

Drugs and Youth. Teaching Social Studies in an Age of Crisis, No. 1.

National Council for the Social Studies, Washington, D.C.

Pub Date 71

Note—104p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.25)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Drug Abuse, *Drug Addiction, *Drug Legislation, Grade 10, Grade 11, Grade 12, *Health Education, Instructional Films, Resource Guides, Resource Materials, Secondary Grades, *Social Studies, Social Studies Units

Identifiers—*Drug Education

This pamphlet was written for social studies teachers to inform and stimulate the creative programing of drug education. Chapters written by the editor were: 1) Why drugs?, 2) The Drugs of Concern; 3) Excessive Drug Use: Signs, Symptoms, and Family-Related Factors; and, 4) Four Rules for Teaching about Drugs. Other authors and chapter titles are: 1) Drugs in the High School: A Student Research Report, by James Velleman and Theodore Lawrence; 2) Social and Political Aspects of Drug Use, by George R. Edison; 3) Socio-Legal Policies on Drugs, by William H. McGlothlin and Louis J. West; 4) and Drug Education in Grades Ten, Eleven, and Twelve, by Sandra K. Florstedt. The appendix includes: a chart listing drugs, medical uses, symptoms; a drug glossary; a selected annotated bibliography; a discussion and listing of drug films; and, examples of drug education curricula. (VLW)

ED 054 463 CG 006 559

Directory of Drug Information Groups.

Student Association for the Study of Hallucinogens.

Pub Date 70

Note—183p.

Available from—Stash Press, 638 Pleasant St. Beloit, Wisconsin 53511 ($3.95)

Document Not Available from EDRS.

Descriptors—Clinics, *Counseling Programs, Counseling Services, *Directories, *Drug Abuse, *Educational Programs, Guides, *Health Education, Program Guides

This guide was compiled to provide a central source of pertinent data on drug education, counseling and treatment programs. Information was gathered via questionnaires filled out by each group. The information is listed according to states, and varies from agency to agency. For some, the agency name and a pertinent contact person are recorded. For others, more extensive data is provided, such as agency purpose, programs, services, research, finances, etc. The authors acknowledge the incompleteness of the guide and anticipate its revision. (TL)

ED 059 265 TM 001 082

Intoxicant Drugs: Survey of Student Use, Roles and Policies of the University.

New York Univ., N.Y.

Pub Date Oct 68

Note—60p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Age Differences, Alcoholism, College Housing, College Majors, College Role, *College Students, Counseling Programs, *Drug Abuse, Drug Addiction, *Graduate Students, Lysergic Acid Diethylamide, Marihuana, Marital Status, Narcotics, School Policy, Sedatives, Sex Differences, *Statistical Analysis, Stimulants, Student Characteristics, Student College Relationship, *Surveys

Identifiers—*State University of New York at Buffalo

This paper contains the results of a drug use questionnaire given to undergraduate and graduate students in various fields of study, in September 1967. The results are listed according to numerous considerations, among them, sex, age, marital status, study area, domicile, and type of drug used. The roles and policies of the University in education and student counseling are also discussed. See TM 001 083 for questionnaire. (DLG)

ED 061 513 AC 012 541

Weinberg, Isolde Chapin

Volunteers Help Youth.

Youth Development and Delinquency Prevention Administration (DHEW), Washington, D.C.

Report No—SRS-72-26002

Pub Date 71

Note—63p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1766-0008, $.45)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Delinquency Prevention, Disadvantaged Youth, Drug Abuse, Health Services, *Human Services, Job Skills, Law Enforcement, Leadership Training, Rehabilitation Programs, Self Help Programs, Social Services, Sociopsychological Services, *Volunteers, *Volunteer Training, *Youth Programs

A discussion of ways in which both adult and young Americans are volunteering to aid in the positive development of young people is presented in this booklet. The wide variety of programs that are designed to use volunteers and the need for additional volunteers are described. These programs are discussed under the following topic headings: School Programs, Job Programs, Social-Psychological Programs, Drug and Health Programs, Self-Help Programs, Leadership Training, The Law and the Police, Court and Probation Programs, Resident Programs, and Aftercare Programs. The complete names and addresses of the programs described in this booklet are listed. Steps to be taken by those who wish to volunteer to work with young people are given. (DB)

ED 058 569 CG 006 747

Paterson, John G., And Others

Psychological and Personality Undercurrents of a Drug User. Student Drug Use and the Hang-Loose Ethic. Students and Drug Use: A Study of Personality Characteristics and Extent of Drug Using Behavior. A Report on Drug Abuse in the City of Edmonton to the Mayor's Executive Committee on Drug Abuse.

Pub Date 71

Note—42p.; Papers presented at Canadian Guidance and Counselling Association convention, Toronto, May 30 - June 2, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attitudes, *Behavior, Beliefs, Crisis Therapy, *Drug Abuse, High School Students, Marihuana, Narcotics, *Personality, *Program Proposals, Rehabilitation, Self Concept, Students

These 4 papers were presented at the Canadian Guidance and Counselling Convention, 1971. (1) Hughes used a questionnaire to show that marihuana users were more likely to subscribe to the "hang-loose ethic," i.e., a personal and social ethic antagonistic to the ideas of the Protestant ethic, as manifested in their behaviors; self-concepts; educational, political and social attitudes; and in demographic characteristics. (2) Paterson, too, found habitual drug users frequently identifiable by their behaviors and personalities, most rebelling against and withdrawing from society, conventional morality and organized religion, although using the drug culture and mystical religions to meet similar needs. (3) The study by Riggs, however, found the personalities of habitual, occasional and non-users of psychedelic drugs essentially similar, except that habitual drug users showed less endurance. (4) The Brosseau report proposes increased coordination and cooperation between the various public and private drug-related services; development of preventive programs in the schools, emergency crisis treatment centers and a center to treat abusers with associated psychological problems; and emphasizes the need for research and evaluation. (KS)

ED 063 163 SE 013 808

National Clearinghouse for Drug Abuse Information Report Series, Series 10, No. 2. Drug Abuse Programs: A Directory for Minority Groups.

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Pub Date Jul 72

Note—11p.

Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Directories, *Drug Abuse, Drug Addiction, Drug Education, Information Sources, *Medical Treatment, *Minority Groups, *Programs, *Rehabilitation, Services

Represented in this directory is an attempt by the National Clearinghouse for Drug Abuse Information to locate drug abuse programs serving communities populated predominantly by minority groups. Programs are selected for inclusion only if the minority group (American Indian, Asian-American, Black, Mexican-American, Puerto Rican) involvement equals at least 50 percent of the total population served. This is the first update of an earlier Clearinghouse Directory for Minority Groups and includes additional information as well as several new programs. One hundred forty-three programs/agencies throughout the United States providing treatment, rehabilitation, counseling and/or educational services are catalogued. Each entry includes program name, address, director, type of program, and predominant minority group served. (BL)

Journal Articles

EJ 043 346 490 CG 503 360
School-Community Drug Prevention Programs Aubrey, Roger F., *Personnel and Guidance Journal*, v50 n1, pp17-24, Sep 71
*School Community Programs, *Drug Abuse, *Drug Addiction, *Health Education, *Student Rehabilitation, Health Programs, School Community Cooperation, Law Enforcement
This paper presents a ten point program for schools and communities, aimed at the prevention of abuse and rehabilitation of drug users. The program's thrust is a comprehensive endeavor involving key individuals and agencies in long range efforts to dissuade youngsters from harmful experimentation with drugs. (Author)

EJ 039 405 250 CG 502 976
Prairie Junior High Drug Program Borhauer, Shirley, *Journal of School Health*, v41 n6, pp313-314, Jun 71
*Health Programs, *Health Education, *Drug Abuse, *Junior High Schools, *Program Development, Parent Participation, Student Participation, Teacher Role
This very brief article describes the "Drug-O-Roma", an evening program which featured envolvement of students, parents and teachers. The program, presented once, was innovative and apparently successful. (CJ)

EJ 037 665 140 AA 509 681
Teaching Teachers to Teach About Drugs Brooks, H. Bryce, *NASSP Bulletin*, v55 n355, pp127-34, May 71
*Teacher Education, *Drug Addiction, *Student Teacher Relationship, *School Community Programs

EJ 036 293 140 CG 502 727
A Pilot Program in High School Drug Education Utilizing Nondirective Techniques and Sensitivity Training Deardon, Marlin H.; Jekel, James F., *Journal of School Health*, v41 n3, pp118-124, Mar 71
*Sensitivity Training, *Drug Abuse, *Health Education, *School Environment, *Student Teacher Relationship, High School Students, Pilot Projects, Questionnaires, Student Characteristics, Psychological Patterns
Evaluation of the group sessions may lie in the increased openness of the school atmosphere which would encourage a better relationship not only between teacher and student but also between student and student. (CJ)

EJ 039 355 230 SP 500 972
Drugs and Colorado Statutory Law Damgaard, John A., *Colorado Journal of Educational Research*, v10 n3, pp29-34, Spr 71
*Drug Abuse, *Drug Legislation, *Drug Addiction, *Laws, [*Colorado]

EJ 043 934 140 CG 503 385
Drug Education: A Position Paper , *Journal of Drug Education*, v1 n2, pp123-136, Jun 71
*Health Education, *Drug Abuse, *Health Programs, *State Programs, *State Action, Youth, Teacher Education, Drug Addiction
New York State's drug education Position Paper clearly demonstrates a commitment to the youth of the State and certainly one that other states might consider for its youth. Many aspects of the program are presented in this paper which have implications for teachers, school administrators, and community leaders. (Author)

EJ 043 936 140 CG 503 390
Education about Narcotics and Dangerous Drugs--a Challenge to Our Schools Eiseman, Seymour, *Journal of Drug Education*, v1 n2, pp177-185, Jun 71
*Health Education, *Narcotics, *Drug Abuse, *School Role, Schools, Drug Addiction, School Responsibility, Youth
The author describes the most serious problem of drug abuse in the nation's schools. He attempts to describe the role of the school and its responsibility as a preventive agent or deterrent to youthful drug abuse. (Author)

EJ 040 286 060 CG 503 230
Reversing the Dehumanizing Process as a Means of Combating Drug Abuse Flegle, Jan, *National Catholic Guidance Conference Journal*, v15 n4, pp245-249, Sum 71
*Drug Abuse, *Self Esteem, *Youth, *Activism, Self Concept, Behavior Patterns, Student Alienation, Parent Child Relationship
The author stresses how very important the dehumanizing process is as a factor in drug abuse. The writer would also encourage people to become aware of ways in which they dehumanize others. (Author)

EJ 040 504 140 CG 503 234
Generalizations About Drug Education Flegle, Jan, *National Catholic Guidance Conference Journal*, v15 n4, pp266-272, Sum 71
*Health Education, *Drug Abuse, *Literature Reviews, *Guidance Objectives, *Program Development, Bibliographies
The report is a bibliography and a review of the literature on drug education. It contains generalizations founded on the opinion of experts as well as the experiences of school systems attempting to add programs to their curriculum. (Author)

EJ 043 940 140 CG 503 449
Drug Education Based on a Knowledge, Attitude, and Experience Study Grant, John A., *Journal of School Health*, v41 n7, pp383-386, Sep 71
*Health Education, *Drug Abuse, *Health Programs, *Marihuana, Drug Addiction, Secondary School Students
Results of a questionnaire concerning factual knowledge of attitudes toward, and experience with a variety of drugs are reported. It was concluded that marihuana and other drugs are readily available to secondary school students, and widespread experimentation exists; however, a strict dichotomy exists between marihuana and other drugs. (Author/BY)

EJ 043 657 060 CG 503 490
How to Deal with the Drug Problem on Campus Hecklinger, Fred J., *NASPA Journal*, v9 n1, pp37-42, Jul 71
*Drug Addiction, *Drug Abuse, *Administrative Policy, *Educational Programs, *Student College Relationship, College Students
The author contends that an educational program is worth very little without an effective policy on handling illegal drug activity. Presented is a proposal for an institutional response toward dealing with the use of illegal drugs on campus. (Author)

EJ 040 502 140 CG 503 231
Is Drug Education Useful? Hozinsky, Murray, *National Catholic Guidance Conference Journal*, v15 n4, pp250-253, Sum 71
*Health Education, *Drug Abuse, *Socially Deviant Behavior, *Social Problems, High School Students, Helping Relationship, Effective Teaching
The author contends that the overall effect of drug education has not produced a discernible reduction in drug use. Schools can be of aid to students by proper selection of resource people, committed to self-preparation and growth. (Author/BY)

EJ 042 168 140 CG 503 359
A University Drug Education Project Hurst, Frances W., *Personnel and Guidance Journal*, v50 n1, pp11-16, Sep 71
*Drug Addiction, *Drug Abuse, *Health Education, *Health Programs, College Students, College Programs, Student Rehabilitation
An innovative drug information and rap program on a Big 10 campus provides elements that may be adopted for other campus drug programs. This article proposes a policy and evaluates peer counselors, a library, professional referring, use of films, and services in dorms and in classrooms. (Author)

EJ 040 283 060 CG 503 227
Drug Education or Drug Miseducation--Which Will it Be? Kittredge, Robert, *National Catholic Guidance Conference Journal*, v15 n4, pp227-233, Sum 71
*Health Education, *Drug Abuse, *Institutes (Training Programs), *Student Personnel Workers, *Mental Health, Youth, Counselors, Drug Addiction, Counselor Role, Teacher Role
The author bases his discussion on the assumption that educational institutions have a role to play in drug education and that educators stand in a key position to understand and cope with drug-use phenomena in the youth subculture. (Author)

EJ 040 282 060 CG 503 226
The Chemical Cop-Out and the Concerned Counselor Kremer, Bruce J., *National Catholic Guidance Conference Journal*, v15 n4, pp222-226, Sum 71
*Counselors, *Drug Abuse, *Counselor Role, *Health Education, *Student Personnel Services, Student Personnel Workers, Helping Relationship, Guidance Objectives, Youth
The author discusses the necessity of a shift of emphasis in drug education programs. This shift, from drug facts toward the meeting of human needs, involves attending to the school and community environment as it impinges upon youth. (Author/BY)

EJ 040 285 060 CG 503 229
Quo Vadis? Ognibene, Gerald L., *National Catholic Guidance Conference Journal*, v15 n4, pp240-244, Sum 71
*Drug Abuse, *Socially Deviant Behavior, *Health Education, *Guidance Objectives, *Behavior Patterns, Youth, Social Change
The author describes drug abuse as symptomatic behavior, requiring awareness of the fact that such behavior is precipitated by any number of variable factors, both rational and irrational, cognitive and conative. (Author)

EJ 036 068 060 CG 502 721
The Role of Education in Combating Drug Abuse Pearce, Janice, *Journal of School Health*, v41 n2, pp83-88, Feb 71
*Drug Abuse, *Health Education, *Classroom Environment, *Social Factors, *Teacher Role, Curriculum, Sociocultural Patterns, Social Change, Decision Making, Adolescents
To meet the challenge of the current drug phenomenon it will be necessary to humanize the approach to youth, to aim with curricula and methodology at the social, emotional, and spiritual dimensions of the individual as well as at the biological and intellectual dimensions. Presented at School and Community Health Workshop, Department of Health, Physical Education and Recreation, Utah State University, Logan, 1970. (Author)

EJ 044 267 230 CG 503 388
Drug Education and the Law Pertz, Richard, *Journal of Drug Education*, v1 n2, pp157-170, Jun 71
*Health Education, *Health Programs, *Drug Abuse, *Marihuana, *Drug Legislation, Students, Federal Legislation, Narcotics
Drug education programs must account for the values of the students at whom such education is directed. Students' commitments to fairness, consistency, compassion, and reasonableness must be honored. Society's laws run counter to students' values, making the role of the drug educator difficult if not impossible. (Author)

EJ 040 503 140 CG 503 233
Drug Education and Prevention: A Human Relations and School Community Approach Laria, Joseph, *National Catholic Guidance Conference Journal*, v15 n4, pp262-265, Sum 71
*Health Education, *Drug Abuse, *School Community Relationship, *Human Relations Programs, Youth, Prevention, Teacher Attitudes, Social Problems, Professional Personnel

EJ 043 643 060 AA 510 445
How Schools Can Fight Drug Abuse Linkletter, Art, *Education Digest*, v37 n2, pp17-20, Oct 71
*School Responsibility, *Drug Abuse, *Social Problems

EJ 037 479 060 AA 509 668
How School Principals Can Fight Drug Abuse Linkletter, Art, *NASSP Bulletin*, v55 n355, pp12-21, May 71
*Drug Abuse, *School Responsibility, *Principals, *Administrator Responsibility

EJ 040 027 490 CG 502 977
A Community and Its Schools' Efforts to Understand and Deal With Drug Abuse Plesent, Emanuel, *Journal of School Health*, v41 n6, pp314-317, Jun 71
*School Community Programs, *Drug Abuse, *Health Education, *Community Involvement, *Student Participation, Parent Participation, Student School Relationship, Student Teacher Relationship
Described is a step by step approach involving (1) establishing responsibilities of school, parents, students, and community, (2) reviewing legal and moral issues of a potential program, (3) defining "drug abuse", (4) discovering sources of available help, and (5) developing needed resources. (CJ)

EJ 043 937 140 CG 503 391
Training "Turned On" Health Teachers Poliakoff, Marion S., *Journal of Drug Education*, v1 n2, pp187-193, Jun 71
*Training, *Teacher Education, *Health Education, *Drug Abuse, *Student Teacher Relationship, Teachers
This article describes a new approach to making teachers comfortable in their classroom discussions with students about drugs, alcohol and smoking. Selected plays were performed for an audience of teachers and students who then talked about the issues that emerged through drama. (Author)

EJ 040 287 060 CG 503 232
Good God, It's Dope! Siegler, Daniel T.; Kremer, Bruce J., *National Catholic Guidance Conference Journal*, v15 n4, pp254-261, Sum 71
*Drug Abuse, *Health Education, *Questionnaires, *Measurement Instruments, Youth, Research, Innovation, Behavior Patterns
"Good God, It's Dope!", a unique questionnaire, is presented along with scoring information. It was developed to help school personnel cope successfully with one of the questions they face with regard to drug abuse, namely: How much and what kind of drug education shall we provide for students in our school? (Author/BY)

EJ 037 482 060 AA 509 820
The School Counselor and the Drug Problem Singer, Harvey, *High School Journal*, v54 n8, pp493-501, May 71
*Drug Abuse, *Counselors, *Counseling Programs

EJ 043 935 140 CG 503 387
Drug Education: Some Impressions from Experiences in Illinois Swanson, Jon Colby, *Journal of Drug Education*, v1 n2, pp147-155, Jun 71
*Health Education, *Drug Abuse, *Training Objectives, *Workshops, Drug Addiction
The concept of training workshop dominates the approach of the State of Illinois to drug education, although programs of many modalities are currently operating within the state. The author advocates moving rapidly beyond creating "awareness" of the drug problem and beginning to equip people with community action skills. (Author)

EJ 043 646 060 AA 510 529
Drug Education: Pushing or Preventing? Swisher, John D.; And Others, *Peabody Journal of Education*, v49 n1, pp68-75, Oct 71
*Drug Abuse, *Health Education, *Rating Scales, *Data Analysis, *Attitudes
The pros and cons of drug education are explored. (CK)

EJ 040 284 060 CG 503 228
The Role of the Guidance Counselor in Dealing with Drug Abuse Tobias, Jerry, *National Catholic Guidance Conference Journal*, v15 n4, pp234-239, Sum 71
*Drug Abuse, *Counselor Role, *Counselors, *Socially Deviant Behavior, *Marihuana, Youth, Student Personnel Workers, Community Relations
The author takes issue and places marihuana among perhaps the more dangerous drugs. He then highlights the role of the counselor in the community setting and as the link between students, teachers, administrators, and parents with information about drugs and their associated problems. (Author/BY)

EJ 039 105 140 CG 502 975
Selected Instructional and Behavioral Objectives for a Tenth Grade Drug Education Program Vincent, Raymond J., *Journal of School Health*, v41 n6, pp310-313, Jun 71
*Educational Objectives, *Health Education, *Drug Abuse, *Behavioral Objectives, *Program Design, Secondary Schools, Course Organization
Prepared by a professional class in Methods of Teaching School and Community Health, this is a step by step, "no nonsense" guide to designing a program on drug use. (CJ)

EJ 043 944 140 CG 503 531
Drug Education in the Seventies Weinswig, Edward S.; Weinswig, Melvin H., *College Student Journal*, v5 n2, pp17-19, Sep-Oct 71
*Health Education, *Drug Abuse, *Drug Addiction, *Social Problems, Youth
The authors contend that if professionally reponsible people care about the drug problem, they will prove their dedication by helping others to cope through education. (BY)

EJ 043 648 060 CG 503 383
Prescription for Drug Abuse Education: Managing the Mood Changers Yolles, Stanley F., *Journal of Drug Education*, v1 n2, pp101-111, Jun 71
*Drug Abuse, *Marihuana, *Information Dissemination, *Health Education, *Teacher Education, Educational Programs, Students
This article emphasizes the need to prepare youth to make decisions about drug use. To do this it is essential to eliminate hypocrisy about the use of marihuana, to "infuse" the curriculum with drug information and to provide students with realistic learning experiences. (Author)

EJ 045 471 060 UD 501 197
New Myths About Drug Programs Levin, Tom, *Social Policy*, v2 n3, pp30-33, Sep-Oct 71
•Drug Addiction, •Drug Therapy, •Rehabilitation Programs, •Program Evaluation, •Program Development, Drug Abuse, Community Programs, Public Policy, Rehabilitation Centers, Rehabilitation Counseling
Most drug-abuse-treatment programs fail because they have no community base, no clear social perspective, and because they rely on rehabilitated addicts lacking professional expertise and professionals isolated from the communities they serve. (JM)

EJ 054 376 140 JC 500 336
Aiding in the Abatement of Drug Abuse Jalkanen, Arthur W., *Junior College Journal*, v42 n7, pp26-27, Apr 72
•Junior Colleges, •Drug Abuse, •Drug Education, •Rehabilitation Counseling, •Community Services, Social Responsibility, Community Involvement
Oakland Community College (Michigan) has instituted a center for drug studies that could serve as a model for other institutions. It includes in-service training programs for counselors, teachers and volunteers, referral services, and drug abuse education programs. (NF)

EJ 056 042 250 VT 503 598
Abstracts--Citations . *Occupational Mental Health*, v1 n2, pp31-56, W 71
•Annotated Bibliographies, •Mental Health, •Abstracts, Alcoholism, Drug Abuse, Rehabilitation Programs, Mental Health Programs, Disadvantaged Groups, Occupational Guidance, Vocational Counseling
Provides abstracts and citations of journal articles and reports dealing with aspects of mental health. Topics include alcoholism, drug abuse, disadvantaged, mental health programs, rehabilitation, student mental health, and others. (SB)

EJ 060 409 210 AA 515 060
Cooptive Intervention: The Case of the Storefront Drug Center Tongo, Romolo; Kammstein, Philip, *Adolescence*, v7 n26, pp183-98, Sum 72
•Inner City, •Drug Abuse, •Intervention, •Adolescents, •Neighborhood Centers, Rehabilitation Centers, Subculture, Therapeutic Environment, Organization, Community Attitudes
A Federally sponsored storefront drug information center is described which is located adjacent to the business district of a medium-size industrial city in the Northeast. (Authors)

Doctoral Dissertations

Amendolara, Filomena R. MODIFYING ATTITUDES TOWARDS DRUGS IN SEVENTH GRADE STUDENTS. Fordham University, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order No. 71-27,005)

Enormous interest has been focused on the prevention of drug abuse by educational methods, and has been a desired goal for some time in New Jersey. This investigation sought to determine whether an educational drug prevention program in a school system will be effective in modifying attitudes towards drugs, and to determine whether there are any relationships between drug attitudes and such factors as IQ, sex, father's occupation and six areas of adjustment. The Drug Attitude Scale, The Otis Quick-Scoring Mental Ability Test, Beta Form, FM, and the Bell Adjustment Inventory, Revised 1962 Student Form were used to test the students with regard to their drug attitudes, IQ, and six areas of adjustment. The specific questions were included as follows: (1) Was there a significant difference in gain between the test and retest attitude scale scores of both the experimental and control groups? (2) Was there a significant relationship: (a) between drug attitudes and IQ; (b) between drug attitudes and sex; (c) between drug attitudes and father's occupation of the experimental group subjects? (3) Was there a significant relationship: (a) between drug attitudes and home adjustment; (b) between drug attitudes and health adjustment; (c) between drug attitudes and emotionality; (d) between drug attitudes and hostility; (e) between drug attitudes and submissiveness; (f) between drug attitudes and masculinity-femininity of the experimental group subjects? The subjects of the study were 190 public school students enrolled in a seventh grade class at Memorial Junior High School in Fair Lawn, New Jersey. Differences in gain between the pretest and posttest drug attitude scale scores of both the experimental and control groups were examined. The hypothesis that there will be no difference in gain between the test and retest attitude scale scores of the experimental and control groups is rejected. The questions of the relationship between drug attitudes and IQ, sex, father's occupation and the six adjustment areas were tested by a series of chi square tests. The chi squares were found to be not significant at the .05 level for all the variables with the exception of sex. The hypothesis that there is no relationship between drug attitudes and sex was rejected in favor of the male experimental group. Therefore, it is assumed that being a boy or girl is related to the change of drug attitudes. A descriptive type of item analysis revealed that out of a total of 38 items gains or losses of 10% or greater were found in 20 items. The experimental group revealed more gains and fewer losses in the drug information items, and the control group showed fewer gains and more losses in the drug information items.

Sakamoto, Paul Shigeichi. A STUDY OF DRUG ABUSE EDUCATION PROGRAMS OF SELECTED PUBLIC HIGH SCHOOLS IN MICHIGAN. Michigan State University, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order No. 71-23,239)

The drug use and abuse problem, especially among teenagers, is considered by some to be one of the most serious ever faced by our society. This alarm has caused citizens to respond by placing the responsibility for solutions on certain individuals, agencies and organizations. The school is one of the public agencies which has been asked to react. In view of

the outcry by the public for the schools to do something, this study was made to gather pertinent information on current drug abuse education programs in an attempt to discover what the response of some of the schools has been to this point. The population of this study consists of selected large public high schools in the State of Michigan. The survey focused on several aspects of the drug abuse education program including the description of the type of program, the determination of need, school policy related to student drug users, in-service training programs for teachers, school-community cooperative programs, and evaluation techniques. An interview questionnaire guide was used so each interviewee was asked the same question and in the same manner by the interviewer. The findings of the status of drug abuse education in the large public high schools of this study are as follows: (1) One-third of the large public high schools in this study reported not having a drug abuse education program as part of their curriculum. (2) Drug abuse education programs of the large public high schools of this study have the following characteristics: (a) most programs are required of all students some time during their matriculation through high school, (b) the programs are most commonly placed at the tenth grade level, (c) most high school programs are not articulated with their respective junior high school programs, (d) most high school programs are not coordinated in such a way that the programs avoid repetition, (e) most programs are conducted in the social studies departments, or the health and physical education departments, (f) most teachers who teach in the drug abuse education programs are not required to have special training in the field before teaching the subjects, (g) the most common length of the drug education programs is two to three weeks, (h) teachers and administrators (local and/or district) are the personnel most commonly involved in the planning of the drug education programs; (3) Most principals interviewed, for a variety of reasons, would not venture to make a guess as to the percentage of students in their school who have experimented with drugs; (4) Principals interviewed will not make a survey of students to discover how widespread drug use is in their schools because most think that the data gathered is not reliable or the information may cause community reaction; (5) Slightly over half of the principals interviewed thought that drug abuse was a major student behavior problem; (6) Most schools do not have a district board of education policy pertaining to student drug users; (7) When a student drug user is discovered, most school officials would notify parents and/or police; (8) The most common in-service training program on drug abuse consists of one faculty meeting devoted to the subject; (9) Most schools do not have a cooperative school-community drug abuse program though many make referrals to agencies in the communities; (10) Very few of the schools attempt to evaluate their drug abuse education programs to discover their effectiveness. The findings of this study have many implications for changes and improvements needed in current drug abuse education programs. The areas of weakness seem to be in-service training for school personnel, evaluation of current educational programs, cooperative programs between school and community, involvement of representatives from the total school community in program planning, and a well defined school drug policy which does not focus only on the punitive aspect. The author recommends that similar studies be undertaken so that comparisons might be made in schools of different size and grade levels. This study should also be replicated in another state to compare the status of drug abuse education between states. A sound evaluation of current practices in drug abuse education is needed.

Virgilio, Carmela Louise. A COMPARISON OF THE EFFECTS OF THE SCHOOL HEALTH EDUCATION STUDY (SHES) APPROACH AND THE LECTURE-DISCUSSION APPROACH UPON DRUG KNOWLEDGE AND ATTITUDES OF HIGH SCHOOL STUDENTS. Boston University School of Education, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order No. 71-26,746)

The purposes of this study were (1) to compare the effects of two instructional programs on the gains in achievement and retention levels of drug knowledge and changes in attitude towards drugs of senior high school students and (2) to determine the effect of the teachers on the gains in achievement and retention levels of drug knowledge and changes in attitude towards drugs of senior high school students. A three week unit on drug education was conducted using the Lecture-Discussion Program developed by the investigator and submitted to a jury for approval prior to its use. A three week unit on drug education was conducted using the School Health Education Study (SHES) Program. Seven hundred and seventy-seven students at Westfield Senior High School served as subjects for this study. Nine faculty members from the Social Studies Department taught the two instructional programs to thirty-six sections during the regularly scheduled class periods. Eighteen sections were assigned to the Lecture-Discussion Program and eighteen sections were assigned to the SHES Program. All subjects participating in the two programs were administered the following tests prior to the start of the three week units: (1) Kilander's Information Test on Drugs and Drug Abuse; (2) Pollock's Mood Altering Substances, Test C; (3) Drug Attitude Scale developed by the investigator. At the completion of the three week units on drug education, all subjects were re-tested to determine achievement levels of drug education and changes in attitudes towards drugs. Tests were administered for a third time four months following the completion of the instructional units in order to measure retention levels of drug knowledge and changes in attitude towards drugs. The statistical technique used for this study was analysis of covariance since intact groups were compared. The experimental design used for the study varied according to the hypothesis being tested. There were no statistically significant differences between the SHES Program and the Lecture-Discussion Program when comparing gain scores in drug knowledge of senior high school students. There were statistically significant differences between the two programs when comparing changes in attitude towards drugs; the Lecture-Discussion Program resulting in a greater change. Statistically significant differences existed between students in college divisions and students in general divisions when comparing gain scores in drug knowledge and attitude changes. Students in college divisions showed greater gains in knowledge, while students in general divisions showed greater gains in attitude change. Results of this study showed differences between college and general divisions to be the most significant variable. In this study, statistically significant differences existed between male and female students when comparing the gain scores for the Drug Attitude Scale. In both tests, female students had the greater gains. No statistically significant differences existed between male and female students when comparing gain scores for the Drug Attitude Scale. In both tests, female students had the greater gains. No statistically significant differences existed between male and female students when comparing gain scores for Kilander's Drug Knowledge Test. Statistically significant differences existed among grades ten, eleven and twelve when comparing gain scores for Pollock's Drug Knowledge Test. Students in grade twelve had the greatest gain and students in grade ten had the least gain. No differences existed among grades when comparing gain scores for Kilander's Drug Knowledge Test or the Drug Attitude Scale. Statistically significant interaction existed between and among the variables when comparing gain scores in drug knowledge and attitude changes towards drugs. There were no statistically significant differences in retention of drug knowledge and

attitude changes when comparing (1) programs, (2) grades, and (3) male and female students. Statistically significant differences existed between students in college divisions and students in general divisions when comparing gain scores for retention of drug knowledge. Students in college divisions had greater gains. The interaction of teachers and program was not statistically significant indicating that teachers were equally effective using the SHES Program or the Lecture-Discussion Program. There were statistically significant differences between teachers when comparing gain scores of students. Teachers whose classes were enrolled in college divisions were more successful than teachers whose class sections consisted of general divisions. In analyzing overall results of the instructional programs, it should be noted that actual increases in group means for both knowledge tests were not great following the three week unit. The average increase of the group means was approximately 1.5 points. Looking at the results of this study, it appears that health education programs are not effective with senior high school students. Perhaps this is an indication that more emphasis and attention in health education should be placed on elementary and junior high school grades.

Chipman II, Donald Arden, Ph.D. THE ATTITUDES, BEHAVIORS AND CHARACTERISTICS OF STUDENTS AT MACALESTER COLLEGE, WITH RESPECT TO THE USE OF ILLICIT AND EXOTIC DRUGS WITH PARTICULAR EMPHASIS ON MARIJUANA. University of Minnesota, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-5516).

The use of marijuana by college students has continued to increase, but counselors still find themselves lacking accurate information about marijuana, not knowing how to obtain this information, and being distrusted by the students whom they wish to help.

This study was done to provide some definite information about college student marijuana users. It was concerned with examining the differences that might exist between various levels of marijuana users as well as non-users.

For this research, "regular" marijuana users (Group I) were defined as those who used marijuana at least once every two weeks for six months and were current users. "Casual" users (Group II) were those who had used marijuana less than once every two weeks irrespective of time duration. "Experimental" users (Group III) had used marijuana one or two times and stopped. Group IV members had not used marijuana.

Subjects for the study were drawn from the student population at Macalester College, St. Paul, Minnesota. A stratefied random sample of 800 students, 100 of each sex in each class, was selected from the Spring, 1970 registrar's list by random number.

The study had four hypotheses: one, there were no significant differences between members of Groups II, III and IV; two, Group I members were significantly different from members of Group II, III and IV combined; three, there was no evidence that members of Groups II, III and IV had used "stronger" illicit drugs; and four, there was evidence that members of Group I had used "stronger" illict drugs.

The research instrument was a 21-page questionnaire designed to elicit information about attitudes, behaviors and characteristics of sample members. There was an initial mailing and two follow-ups which resulted in a 75.9 percent response rate (N-607), relatively evenly distributed by cell.

The results indicated that 57.0 percent of the respondents had tried marijuana; 44.5 percent were current users.

Hypothesis one was tested by examining 119 dependent variables while 75 dependent variables were examined to test hypothesis two. Usage of 22 "stronger" illicit drugs was examined to test hypotheses three and four.

"Regular" users of marijuana were not found to be significantly different from the other three user groups combined. Rather, each group was found to be distinctly different in some areas and very much alike in others. Groups I and II were found to be quite alike in many areas while Groups III and IV had many striking similarities.

Group I was found to consist of a number of sub-groups which shared some characteristics and behaviors while being almost diametrically opposite on others. Its members tended to be more non-traditional and anti-establishment, more pleasure-seeking and concerned with the immediate, more estranged from family (particularly fathers) and greater users of cigarettes and alcohol.

Group IV was the most homogeneous and distinctive of the four groups examined. Its members appeared well-adjusted, confident and willing to deal with life as they found it. They held traditional American and college beliefs and values in esteem and were less likely than their peers to make pejorative judgments about older people

and the "establishment."

There was a monotonically increasing relationship between the regularity of marijuana usage and the number of group members who used "stronger" illicit drugs. Group I members used a wide variety of "these drugs," particularly hashish, hallucinogens, amphetamines and opium. Group II members used a number of drugs, but in significantly smaller numbers. The only drug used by any sizeable number of Group III members was hashish while Group IV had the lowest overall rate of "stronger" drug usage.

McCune, Donald Allan, Ed.D. AN ANALYSIS OF INTERORGANIZATIONAL COOPERATION IN DRUG ABUSE PROGRAMS. Stanford University, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-6033).

The Problem. The rapidly expanding incidence of drug misuse and abuse by school-age youth has prompted a reexamination of education's role in meeting his challenge. Ample evidence can be found to support the premise which suggests schools must begin to work cooperatively with other agencies, organizations, interested groups, and individuals in the community in order to maximize the effectiveness of drug education programs. The school administrator is seen as being in a pivotal position to offer leadership in the development of these programs.

Purpose of the Study. The purpose of the study was to examine the interorganizational cooperation in drug education programs in selected California school districts by determining (1) what agencies or organizations were involved, (2) how such programs were formed, (3) the types of programs developed, (4) what resources are committed by the various organizations, and (5) the identification of certain elements of interorganizational relationships necessary for cooperative interaction.

Procedures. The study was developed in three phases: (1) the identification of certain assumptions relative to the establishment and maintenance of cooperative interorganizational relationships through a review of pertinent literature; (2) the development of a focused interview schedule and its utilization in 25 school districts identified as having some form of cooperative drug education program; and (3) an analysis of the program descriptions and data produced by the interview schedule with regard to the specific asked in the statement of the problem.

Results of the Study. The findings of the study report commonweal and service organizations are most likely to be involved in cooperative drug programs with school districts. Mutual benefit organizations and business concerns were a distant third and fourth. There is a tendency for school districts who participate in cooperative programs to be in more than one and to establish cooperative relationships with several agencies or organizations.

Data with regard to program approaches revealed a hierarchial structure which was cumulative beginning with prevention and proceeding through intervention and treatment to rehabilitation. Personnel were the most commonly committed resource to these programs followed closely by facilities and materials. The nature and function of an organization appears to have a significant effect upon the types of resources it may be expected to provide.

School districts and their administrators have an opportunity to provide leadership in the initiation and implementation of cooperative programs because of their strategic relationship with the target group and the resources at their command. The source of initiation, however, is open to any agency, organization, or interested group in the community and may be of either a formal or informal nature.

Conditions of interdependence, interaction, and goal maximization were consistently observed in cooperative programs. Organizational visibility, while highly desirable, was not found to be an essential element of interorganizational relationships.

Conclusions. The development and implementation of cooperative drug education programs is responsive to certain assumptions regarding interorganizational behavior. While the initiatory role is open to any organization, the school and its representatives enjoy a strategic position to offer this leadership. By seeking out those organizations and agencies having particular resources and expertise applicable to drug education programs, it is possible to significantly affect the accomplishment of organizational goals for this area of concern.

The importance of a committed individual having a knowledge of the alternatives available to him in the development of cooperative programs of drug education was clearly identified. The development of such individuals remains a challenge which can hopefully be met by continuing research.

Cook, Glenn Dearle, Ed.D.; Mullender, John Wayne, Ed.D. ATTITUDES TOWARD DRUG ABUSE AND THE ROLE OF THE SECONDARY SCHOOL. University of Southern California, 1972. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-21660).

Problem. The purpose of the study was to discover and analyze the attitudes of students, certificated personnel, and trustees toward the relationship of the secondary school to the problem of drug abuse.

Procedure. An attitude survey consisting of fifty items was developed to test for differences in student, certificated, and trustee attitudes. These items were ultimately reduced through factor analysis to fix factors, of which "Propriety of Deterrent Measures" and "Effectiveness of School Drug Abuse Control Efforts" were the most important. The survey instrument was administered to 97 trustees, 101 certificated personnel, and 631 students in suburban high school and unified school districts in Los Angeles County. Statistical comparisons were by analysis of variance, range tests, and correlation techniques. Responses from 21 districts to a questionnaire on educational, counseling, and disciplinary practices were categorized. Student attitudes for each school were compared to the practices reported by their districts.

Findings. Attitudes toward the dangers of drug abuse correlated closely with attitudes toward the propriety of disciplinary deterrents for all groups. Teachers, building administrators, and trustees agreed most that disciplinary deterrents have been appropriate, with the trustees and building administrators significantly more in agreement than counselors, district administrators, and students indicating having taken a course, in turn, agreed significantly more with the propriety of disciplinary deterrents than the students not indicating a course. The most controversial disciplinary issue was school intervention in off-campus violations. The trustees agreed most that the schools' overall efforts to control drug abuse have been effective. Students, however, were significantly more convinced than even the trustees that strict discipline is a deterrent to on-campus drug abuse. Students themselves differed significantly according to school membership on propriety of deterrents and effectiveness of school efforts. Student age and course-indication related significantly to these school attitudinal differences. Student expectancy of specific disciplinary measures, whether they were living with both of their parents, their sex, and their years of residency in their homes did not relate significantly to school differences. Nor did school attitudinal differences relate significantly to any disciplinary, educational, or counseling

practices reported by districts.

Conclusions. The greatest differences in attitudes toward disciplinary deterrents are between trustees and building administrators, at one extreme, and students not indicating a course, at the other. Attitudes toward discipline are closely associated with attitudes toward the dangers of drugs for all groups. Students indicating a course in the dangers of drugs are significantly less tolerant of drug abuse than students not indicating a course. While course indication does not prove a causal relationship between course content and overall attitudes toward drugs, attudinal differences among schools are related more closely to course indication than to student age, sex, length of residency, or living with both parents. Students are more convinced than adults that strict school discipline is an effective deterrent to on-campus violations. Both students and adults are divided among themselves on the issue of school intervention in off-campus drug offenses.

Recommendations. The relationship of instruction to drug abuse attitudes should be investigated by comparing the attitudes at different schools with specific drug abuse educational practices. Schools should capitalize on the receptiveness of the majority of students to factual instruction on drugs, and should provide ample opportunity for student reaction. School districts should enuciate and enforce disciplinary action in cases of on-campus drug abuse, but should re-evaluate my policies requiring disciplinary action in cases not involving the school directly.

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